



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Application stamp-in date and time

RECEIVED
TEXAS EDUCATION AGENCY
2018 NOV 12 PM 3:56
DOCUMENT CONTROL CENTER
GRANTS ADMINISTRATION

Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3 : January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

RFA # SAS #

2019-2021 Grown Your Own Grant Program, Cycle 2

701-18-106-024

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter ☒ into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
There is a need to promote and establish a Teacher Education Program that is made available to high school students and students at Cotton Valley Early College.	Begin a recruitment process beginning at 8th. grade for the Teacher Education Program. Recruit students who have an interest in the Education field and especially those with an interest in the hard to fill areas that the district identifies. Provide the coursework to those who have shown interest in Education.
A need to increase the number of highly qualified teachers in the specialized areas of Bilingual Education/ESL and Special Education so that they may fill the vacancies at Fabens ISD.	Identify and provide a level of support in addition to stipend to at least 10 aides, and/or substitutes who are currently employed and who have shown a genuine interest in pursuing and completing a teaching certificate in the specialized areas identified by the district.
A need to recruit and train teachers who have an interest in the specialized areas identified for the district and those who are close to completion of an Education program.	Through an MOU, identify those who have an interest in pursuing the certificate in the areas of Bilingual Education/ESL as well as Special Education and provide a stipend to at least 2 individuals to complete that certificate.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

At Fabens ISD, it is our goal to ensure that 100% of those interested in completing the coursework and requirements to become certified in the areas of Bilingual Education/ESL and Special Education. These individuals will be the paraprofessionals, substitute teachers, and instructional aides that are employed at the district and who have a genuine interest in pursuing these areas of teaching. In addition, creating a Teacher Education Program that will lead to promoting and exposing students beginning at the 8th. grade level in the field of Education. Providing students with coursework as well as opportunities of clubs, competitions, and further exposure to classrooms, and external opportunities in the education field. Furthermore, provide support to at least 2-3 individuals in the areas of clinical study.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Once granted this opportunity, focus on the exposure and recruitment of those students in grades 8-10 who identify an interest in the Education field. Once the students have been identified, there will be the need to identify and recruit at least 2 teachers who meet all the requirements specified by a committee as those qualified to teach the coursework that will be created for the Student Teacher Program. In addition, teachers must be willing to sign an MOU as they will receive a stipend for teaching this level of coursework. All courses will be verified as well as the experiences that will be planned and implemented to make this a successful experience for the students. Teachers will stay active in TAFE. There will also be professional development for the teachers who agree through an MOU to participate and be part of teaching coursework for these students.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Once awarded, Fabens ISD will focus on identifying at least 10 individuals in the areas of paraprofessionals, instructional aides, substitutes who have an interest in become a Special Education or Bilingual/ESL teacher. In addition, a committee will be formed to focus on creating an application packet and design interviews for those who will participate and benefit from this opportunity. Once selected, participants will be able and willing to complete the certification requirements through an Educator Preparation Program(EPP) as well as the willingness to serve in the Fabens schools for the time agreed on in the MOU. Participants will be offered the stipend of \$5,000 or \$10,000 contingent of them being accepted to an ACP program through ESC Region 19. There will be a strong effort to ensure that enrollment is verified of 5 instructional aides/paraprofessionals in the bachelor's degree program and 5 in a teacher certification program for the 2018-2019 academic year.

Third-Quarter Benchmark

Through the committee that will be formed, Fabens ISD will ensure that all paraprofessionals, instructional aide participants as well as principals complete the bi-annual survey that is developed by TEA. Also, it will be promoted that all participants who are working towards the certification, successfully complete the requirements to become a full time Bilingual/ESL or Special Education teacher at Fabens ISD. Ensure that those who are only needing their student teaching and/or a clinical study in their last year, enroll in their final coursework in order to complete and receive their certification.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Data for this project will be gathered using both quantitative and qualitative methods. When looking at the Student Education Teacher Program, it will be significantly important to carefully evaluate the number of teachers that Fabens ISD who meet the qualifications of teaching the education courses as well as the dual credit courses. It will also be important to consider if teachers have previously taught any of the coursework required for the student program. There will be a backup list of teachers that committee can call on if for some reason the selected teacher(s) don't meet requirement and/or expectations. Additional experience brings greater opportunities for the students, hence, ensure that those who get selected to teach, are willing and able to be creative and have a passion for teaching and exposing the students to many of the aspects of teaching. An evaluation process will be in place to ensure there are no gaps in the quality of teaching for the students. Coursework will be designed using a committee that will work very closely with teachers. Stipends will be provided at the end of the semester. The 10 selected instructional aide/substitute candidates will be selected by a committee. They will be overseen by the Teacher Mentor, Principal, and Assistant Superintendent of Curriculum.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be

- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
- ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- ☒ Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

Fabens ISD will develop a committee that will identify the criteria for recruitment, selection, and assess the level of support that those teachers who will teach the Education and Training courses will need. All will be intended with an effort to provide the opportunities for at least 20 students that allow exposure to the teaching profession as early as possible. Our goal is that it will foster and create that positive perception of the education profession and a long term investment. Along with this is the motivating and recruitment of highly motivated teachers that will be leading the education and training programs. Recruitment will happen by disseminating this opportunity to all high school and early college teachers. In addition, there will be an application packet as this leads to interviewing and carefully selecting the teachers to teach the needed courses. There will be a strong level of support for the teachers. The Assistant Superintendent of Curriculum will work closely with teachers, counselors, and principal to ensure the research on courses offered, professional development, mentor programs, and to further assess and identify additional support as needed. The selected teachers will participate in the Instructional training, will teach at least one dual credit course, and establish a chapter of a CTSO/TAFE. As the committee identifies the teacher participants, they will ensure that these are educators that have demonstrated student achievement throughout their time in the classroom and are able to show evidence of their involvement in the different student organizations that lead to exposing students to other opportunities such as Future Teachers of America Club as well as having an interest in developing weekend seminars for the students. Teachers will need to show their willingness and ability to incorporate students in the Professional Development, PLC's and collaborative teams. In addition, their willingness to teach will only increase the students interest in the teaching profession among high school students, eventually increase the size of teacher workforce, and improve the quality of the teacher workforce. These teachers will need to show that other colleagues can provide a positive recommendation when working with students and there is a strong teacher and student relationship. It will be evident that teachers mirror the population of students that they will serve. A number of teachers currently working are graduates of Fabens HighSchool. They have a genuine interest in teaching in their community. This is definitely something that will make Fabens ISD and the candidates stand out. This grant opportunity will open doors to many students who have the desire to become educators and want to continue serving their community. Teachers will be working with students that are those coming from the town rated highest in poverty of any town in the state (USA Today, May 2018). Students that will have the opportunity to participate and go on to pursue their teaching degree are those living in a town with a population of 7,168 living in households with median household income of \$24,612 a year and 48.8% poverty rate. An MOU will be created and clearly specify the criteria for qualifying, expectations, and the service and commitment to Fabens ISD. For the students who will participate, this grant will serve as the root of growing our own beginning with our students and through proper guidance and support, lead their way to higher education and fulfill the requirements so that they too can become teachers in the areas highly needed in the Fabens community.

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

Every effort will be made to ensure that we can help transition paraprofessionals, instructional aides, and long-term substitute teachers to full-time, certified teacher roles. We will work with those who are working on earning a bachelor's degree and/or teacher certificate. As the district carefully evaluates the projected needs, a committee made up of a diverse group of individuals that will focus on recruitment, interviewing those interested, and selecting the employees who will qualify and have a genuine interest in completing a teacher certificate and enrolled in a EPP. Their will be an application process with criteria that leads to a process that candidates have a strong potential of getting hired. This will develop the beginning of a teacher cadre and master teacher cadre where the applicant answers questions and essays, seeks letters of recommendation, etc. As we look at candidates, it will be vital to ensure that they are currently enrolled, verify their employment time at the district and how involved they are within their role and their involvement at the campus and district level, and that there is a serious commitment to degree and certification persistence. While Fabens ISD has a low turnover teacher rate, it still identifies the need for the area of bilingual education/esl and special education. These are hard to fill when we are geographically far out from the city and bigger school districts. Some of our employees are FHS graduates that have a strong interest and return to teach for their community. This is also representative of the student demographics within the LEA. Those interested must be able to show a commitment to the district by way of involvement in other school activities. Considering that a stipend will be provided, through an MOU developed by the committee, those participating will need to agree to participate in academies that will provide professional development support, field trips, book clubs, etc. In addition, it will include the commitment of time to Fabens ISD once they complete and become teachers of record. Many opportunities will be made available with an effort that once they complete their certification, they can become teachers of record and have a strong tool book of material, development, strategies, and begins their professional portfolio. Given that there is a stipend of either \$5,000 or \$10,000 involved, the signing of an MOU will not be difficult to fulfill. That is because many of the paraprofessionals, instructional aides, and long-term substitute teachers who are working on earning a bachelor's degree and/or teacher certificate are employees that have not been able to quit work and finish their degree. Many of these employees were once students of Fabens ISD and are still products of a town rated highest in poverty of any town in the state (USA Today, May 2018). They are living in a town with a population of 7,168 living in households with median household income of \$24,612 a year and 48.8% poverty rate. They have slowly pursued the education field due to lack of financial support to pay for school. A grant opportunity such as this one will open doors to many employees who like students will have the opportunity to participate and go on to pursue their teaching degree and serve their Fabens community. Moreover, as stated earlier, teacher assistants interested in the stipend as a means to advance their careers in the fields of Bilingual, ESL, or Special Education will be asked to complete an application process which will include their work history, GPA, observation and evaluation data, as well as two professional letters of recommendation. The applications will be screened by the administrative team in charge of the grant for potential for advancement. After the initial screening, candidates will go through an interview process and orientation that will outline the benefits and MOU requirements. Once selected, candidates must be accepted into either the Region 19 ACP programs (5 slots) or the UTEP Teacher Education program (5 Bachelor's degree slots.) Candidates will sign an MOU committing to work four years with Fabens ISD upon successful completion of their program. Candidates will be assigned a mentor teacher to guide them and be a resource to them.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	1	X \$11,000 =	11,000
Number of teachers who are teaching Education and Training courses, but not for dual credit	1	X \$5,500 =	5,500
Number of high schools with existing Education and Training courses in 2018-2019	1	X \$6,000 =	6,000
Number of high schools without existing Education and Training courses in 2018-2019	1	X \$9,000 =	9,000
Total Request for Pathway 1			31,500

PATHWAY TWO

☒ Check this box if you are applying for Pathway 2 **WITH** Pathway 1

Number of candidates pursuing a teacher certification only	5	X \$5,500 =	27,500
Number of candidates pursuing both a bachelor's degree and a teacher certification	5	X \$11,000 =	55,000
Request for Pathway 2			82,500
Request for Pathway 1			31,500
Total Combined Request for Pathways 1 & 2			114,000

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment	0	X \$22,000 =	0
Number of candidates participating in an intensive pre-training service program	0	X \$5,500 =	0
Total Request for Pathway 3			0

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Teachers with M.Ed. Education and Training Courses (dual credit)	11,000
Teachers Education and Training no dual credit	5,500
Candidates pursuing teacher certification (5) and bachelor's degree and teacher certificate (5)	82,500

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Professional Development with IHE and ESCR19	10,000

SUPPLIES AND MATERIALS (6300)

Instructional Materials and consumables	15,000

OTHER OPERATING COSTS (6400)

Student Travel for TAFE Conference/Competitions (30 students @ 300)	9,000
Indirect Cost (6.046%)	

Total Direct Costs 133,000

Should match amount of Total Request from page 8 of this application

Indirect Costs 8,041**TOTAL AMOUNT REQUESTED** 141,041

Total Direct Costs plus Indirect Costs



Fabens Independent School District
821 NE "G" Avenue
P.O. Box 697
Fabens, Texas 79838

November 8, 2018

Texas Education Agency
Document Control Center, Grants Administration Division
1701 N. Congress Avenue
Austin, TX 78701-1494

RE: 2019-2021 Grow Your Own Grant Program, Cycle 2

Dear Grant Selection Committee,

Please accept this letter as our formal support to the 2019-2021 Grow Your Own Grant Program, Cycle 2 application that is being submitted on behalf of Fabens Independent School District.

We value every opportunity that provides services and opportunities to the students at Fabens ISD. We are aware that this opportunity will allow for our educators to expand in their own profession with the opportunity to teach students who have an interest in pursuing the Education field. Furthermore, it will open up many opportunities to those students who will be able to consider Education as a pathway and lead them to making this their profession.

In addition, we realize that this great opportunity will afford many paraprofessionals, instructional aides, and long term substitute teachers who have been working on pursuing an education degree and/or certification to complete their programs. The ultimate goal will be to ensure that they have opportunities to become teachers of record in the hard to fill areas and continue serving this community.

Please know that as Board of Trustees for Fabens ISD, we will provide our full support to ensure that once granted, this is carried out in the most beneficial way and fulfill every area of responsibility to our students, teachers, staff, and TEA.

Professionally Yours,

Mr. Greg Spence
Board President, Fabens ISD

cc: Mr. Edelfonso Garcia, Superintendent
Dr. Lourdes Alarcón, Director, Federal, STEM, & Special Programs